Second Step Student Satisfaction Survey ("About the *Second Step* Program")

Guide to Using the Survey

Description and purpose: Whenever possible, students should be included in a process evaluation of the *Second Step* program. Having an opportunity to give feedback gives students a greater sense of ownership in the program. Student feedback can also provide valuable information about how to increase children's and youths' interest in and support for the program.

The Student Satisfaction Survey is a 5-item questionnaire for Grades 3–8. Students are asked to indicate their satisfaction with the program and particular areas they liked and didn't like. The survey includes rating the importance of the program and whether the respondent has received the program in previous school years.

Instructions for use: The survey is given to students after the implementation of *Second Step* lessons. Administration takes 5–10 minutes, depending on students' age and reading and writing ability. The survey can be given by a teacher, counselor, or administrator. However, we recommend that someone other than the classroom teacher conduct the administration to increase students' sense of anonymity.

Administration should be prefaced by a brief discussion about the purpose of the survey and guidelines about student behavior during the survey (for example, not saying answers out loud and respecting others' privacy). Students should also be informed that their surveys are anonymous. See the suggested administration script for more detail.

Scoring: For Items 1, 2, and 5, tally the responses to yield numbers of students indicating a particular answer. Students' answers for Items 2 and 5 may also be converted to scores (for example, 0 = not at all, 3 = a lot) so an average or mean can be calculated for the group of students surveyed. The mean is the sum of each student's score on the individual item, divided by the total number of students in the group. The following example shows how to calculate a mean for Item 5 in a survey of five students:

Student	Score on Item 5
1	1
2	2
3	3
4	1
5	3
	Sum 10

$$\text{Mean} = \frac{\text{sum of scores}}{\text{number of students}} = \frac{10}{5} = 2$$

For Items 3 and 4, summarize by listing and categorizing students' responses. It also may be helpful to indicate how many students gave similar answers.

Interpreting results: Students' satisfaction with the program is one indicator of a successful implementation. In turn, students' positive perceptions are probably essential for achieving maximum benefits from the program. For example, if students indicate poor satisfaction, they are not likely to perceive the program as helpful or engaging. Conversely, students' satisfaction may be indicative of their engagement in lessons and their level of motivation to apply the skills they are learning.

The Student Satisfaction Survey can yield information about particular areas or aspects of the program that students value, as well as those they find less helpful or engaging. Although not designed to evaluate teachers, this tool may generate useful information about lesson implementation for individual teachers. If used schoolwide, the survey can offer an overall picture of students' support of and interest in the program. Similarly, students' responses across a given grade level can indicate perceptions of lessons at a specific grade and how they were implemented.

This survey taps an information source that is often neglected in process (or implementation) evaluation. As the "end users" of the program, students can perhaps best speak to their interests and concerns. Although it is important to preserve *Second Step* lesson content, *program implementation* (that is, how the program is delivered) may be adapted and improved using students' insight and feedback.

Beland, K., & Edstrom, L. V. (2004). *The Student Satisfaction Survey*. Seattle, WA: Committee for Children.

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Second Step Student Satisfaction Survey

Survey Script and Instructions

We have now completed the *Second Step* program at our school and are interested in what you think about the program. I'm going to pass out a survey that asks your opinion about it. There are no wrong or right answers to these questions; we are just interested in what you think—your opinion. This will take 5–10 minutes.

We want your answers to be private. To keep your answers private, please gently tear off the first page and use it to cover your answers. No one's name will be on the survey. Please don't say your answers out loud or show your survey to others. You may skip any question that you don't want to answer.

(For younger students and/or for those with limited English proficiency:)
I'm going to read the questions out loud. You may choose to follow along with me, or you may go ahead and work at your own pace. Raise your hand if you need help or have a question. If you're not sure of an answer, just make your best guess.

1. **Have you ever been taught the *Second Step* program before this year? Yes or no.**

2. **How much did you like the *Second Step* program? Not at all, a little, some, or a lot.**

3. **What did you like most about the *Second Step* program? Go ahead and write in what you think.**

4. **Was there anything you didn't like about the *Second Step* program? Again, write in what you think.**

5. **How important is the *Second Step* program in teaching kids how to get along and solve problems with others? Not important, a little important, important, really important.**

Thank you for your help on this survey. This information will help us make the program even better next year.

About the *Second Step* Program

Date _____ **Grade Level** _____

Directions: *Please give us your opinion about the* Second Step *program.*

1. Have you ever been taught the *Second Step* program before this year?
   ❑ Yes ❑ No

2. How much did you like the *Second Step* program?
   ❑ Not at all ❑ A little ❑ Some ❑ A LOT

3. What did you like most about the *Second Step* program?

_____

_____

_____

_____

4. Was there anything you didn't like about the *Second Step* program?

_____

_____

_____

_____

5. How important is the *Second Step* program in teaching kids how to get along and solve problems with others?
   ❑ Not Important ❑ A little important ❑ Important ❑ REALLY important

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